DOCUMENT RESUME

ED 367 335 IR 054 866

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TITLE Online Catalog Instruction and User Satisfaction at a Medium-Sized Ohio Public Library.
PUB DATE Sep 93
NOTE 36p.; M.L.S. Research Paper, Kent State University.
PUB TYPE Dissertations/Theses - Masters Theses (042) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Information Literacy; Intermode Differences; *Library Catalogs; Library Guides; *Library Instruction; Library Services; *Online Catalogs; *Online Searching; *Public Libraries; Questionnaires; Surveys; Teaching Methods; User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS *Beavercreek Community Library OH; Library Computer Systems

ABSTRACT

This study suggests that it is important to study library users' reaction to and satisfaction with the instruction given to them for use of the online public access catalog (OPAC). The objective of this study was to discover the types of instruction that users at the Beavercreek Community Library (Ohio) feel are most useful in learning the OPAC. Survey methodology was employed that included questions on OPAC use; methods of instruction used to learn the OPAC; opinions about the helpfulness of the different types of instruction; what was seen as the best type of instruction; and level of satisfaction with instruction provided. It was found that most of the respondents learned from on-screen instruction, followed in percentage by printed instruction, trial and error, staff instruction, and help from other users; and also that first time users rated staff instruction more highly than frequent users. The questionnaire used in the study is included in the appendix. (Contains 21 references.) (JLB)

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ONLINE CATALOG INSTRUCTION AND USER SATISFACTION AT A MEDIUM-SIZED OHIO PUBLIC LIBRARY

A Master's Research Paper submitted to the
Kent State University
School of Library and Information Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Mary JoEllen Fannin

September, 1993

IR054 166

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TABLE OF CONTENTS

INTRODUCTION 1

REVIEW OF THE LITERATURE 2

OBJECTIVES 4

METHODOLOGY 5

1. Setting 5

2. Procedure 7

FINDINGS 8

1. User characteristics 9

2. Use of the catalog 10

3. Ease of use 10

4. OPAC instruction 13

5. Level of satisfaction 19

CONCLUSION 22

APPENDIX

1. Survey format 27

2. Sign addendum 28

BIBLIOGRAPHY 29

LIST OF TABLES

Table

1. Ease of use of OPAC 11

2. Ease of use/Frequency 12

3. Ease of use/Years of education 13

4. Instruction used/Frequency 14

5. Helpfulness by type/Frequency

Printed 16

On-screen 16

Help screen 17

Staff instruction 17

6. Best type of instruction

Best type of instruction/Frequent users 18

Best type of instruction/Few times users 19

Best type of instruction/First time users 19

7. Satisfaction/Frequency 20

INTRODUCTION

Library technology has changed dramatically over the last twenty years. The introduction of the online public catalog (OPAC) has brought this technology forcefully to the attention of the public.

OPACs generally evolved from circulation control systems. In her research report to OCLC, Borgman stated, "These highly specialized systems required extensive training to use and were usually operated by trained search intermediaries rather than the end users who needed the information," (Borgman 1983, 1). Indeed, looking at samples of the earlier systems, many appear cumbersome to use and unclear in their on-screen instructions (Matthews 1985). However, the 1980's saw much refinement in the format and presentation of the OPACs, becoming simpler to use and more easily accessible to the public.

Many studies were done in the 1980's regarding systems' characteristics, capabilities, ease of use, and reactions of users to those systems. One may assume that these studies were instrumental in the changing design of the systems as attempts were made to reflect the needs and wants of the public.

It often falls upon the librarian to interpret the OPAC for the public, by creating good instructional aids and by providing individual training. Therefore, it becomes important to periodically review the education offered to patrons, in order to gauge and refine its usefulness.

REVIEW OF THE LITERATURE

A review of some of the studies done since 1980 show that the majority of library users have a positive attitude toward the OPAC (Matthews, Lawrence, and Ferguson 1983) and (Sandler 1985). Also, studies have shown a desire by users for good (or better) instructional aids (Moore 1981). Blazek reported, "The absence or lack of instruction has been found to be the root cause of most problems [with OPAC use] both substantive and technical," (Blazek 1988, 176).

Ridgeway points out the lack of standards between various online catalog systems. He writes, "A library patron can no longer go from one library to another, across town or across the country and be confident of knowing that the knowledge acquired in previous use of library catalogs would be analogous and/or transferable," (Ridgeway 1990, 75).

Rockman makes the point that OPACs are no longer simply an automated catalog card file. Libraries are adding external databases, periodical indexes, and linking up to networks of other libraries. She describes a project at the University of Southern California that offers an interactive linkage between course assignments, encyclopedia information, periodical citations, and the library's online catalog. She stresses the need for planned systematic instruction so that users will understand the capabilities as well as the operation of the OPAC (Rockman 1989).

Kottkamp has written that many patrons do not take time to read the printed instruction or computer prompts, or else

read "just enough to be able to get part way through a search." Because they have some familiarity with personal computers, some patrons feel they have the computer skills needed, and do not think they need any help (Kottkamp 1984, 105). However, Rockman reminds readers that even computer users need new skills to use OPACs (Rockman 1989).

This brings up the question of how patrons best learn to use each library's OPAC. One study of twenty-nine libraries found that most users learned to use the OPAC by referring to printed instructions, followed in percentage by instructions on the terminal screen, help from library staff, and learning through library workshops and "other methods," (Markey 1984).

These and other studies point out the need for clear and simple written instructions for OPAC use (Pease 1982). However, this is sometimes a problem for librarians writing the guides.

A test of the readability levels of instructional guides in a number of libraries showed that many were written on the eleventh to twelfth grade reading level and often included library jargon (Peterson 1987). Obviously, this could present difficulty for some patrons.

Besides printed instruction, various other methods of OPAC education have been discussed. Hildreth argues that the most effective form of instruction is that which is offered online in the form of "Help" screens (Hildreth 1982). Arizona State University Library has used volunteers as OPAC assistants as a component of its library instruction program

(Sager 1986). Formal group instruction has been mentioned as important by others (Blazek 1988).

Kottkamp has described a number of helpful ideas for planning OPAC instruction, including one library's special instructional periods for senior citizens. This has proven to be beneficial, because these patrons enjoyed learning in a no-pressure situation, and then they proceeded to instruct their peers. While this program has been successful, Kottkamp states that scheduled instructional programs or seminars are "the only instructional format that has not worked. There has not been enough attendance to continue them in the ... libraries that have experimented," (Kottkamp 1984, 105).

Further, others have written about the importance of the Reference librarian's role as point-of-use instructor (Nielsen and Baker 1987). Aken (1988) describes the filtering role that Reference librarians play to guide OPAC users.

OBJECTIVES

What kind of OPAC instruction do most library users want and need? Do users feel the help given them in learning the OPAC is adequate? The objective of this study is to examine user satisfaction with OPAC instruction as provided by one library. In addition, it looks at the relationship of certain characteristics of the users to the satisfaction expressed.

METHODOLOGY

In order to accomplish this objective, a questionnaire was developed to survey OPAC users.

The questionnaire consisted of 10 questions (some requiring multiple answers). Respondents were instructed to "mark all that apply" so that there were often more than one answer to many of the questions. Nine questions asked about OPAC use and instruction, and one 3-part question requested age, years of education, and gender.

Questions included frequency of use of the library's OPAC, the type of material sought and its purpose, opinions on ease of use, how the respondent had learned to use the OPAC, how helpful the different types of instruction were thought to be, what was seen as the best type of instruction, and the level of satisfaction with instruction given to that person (see appendix, page 27 for copy of questionnaire).

This study did not attempt to question all library users, nor the patrons who avoided OPAC use entirely and went directly to the Reference desk for help, unless that encounter lead to OPAC use. It was intended to be a narrower study of those actively using the OPAC.

Setting

The survey was taken at the Beavercreek Community Library, Beavercreek, Ohio, a branch of the Greene County Public Library. The Beavercreek Library is a busy library. With 105,484 volumes (in 1991), it is second in size to the

main branch in Xenia; however, it consistently has the highest circulation in the county. The Library's total circulation count for the year of 1991 was 421,920 items.

Beavercreek is a growing community. The completion in 1986 of the nearby I-675 highway continues to bring new development to the area. The community has the highest median household income in the county ($49,348). The median adult age is 43 years. Forty-four percent of persons employed are in executive, managerial, administrative, or professional positions (U. S. Dept. of Commerce 1990).

Beavercreek is close to Wright-Patterson Air Force Base and Wright State University. Due in part to the transitional nature of the community, the library registers new users every day. The local schools are generally thought of as academically demanding and parents of the students tend to reflect this attitude.

The Beavercreek Library has had the OPAC available to the public since July 1989. The system used is ATLAS by Data Research Associates. There are seven OPAC terminals arranged in a rectangular cluster in the center of the library, with three additional terminals located in the children's section.

At this time, there is a one-page sheet of printed instructions, held upright in a clear plastic frame, sitting next to each terminal. It can be read from where the user sits at the terminal or it can be picked up to be examined more closely.

There is a "Help" program online, activated by the Help function key on the keyboard, which is highlighted by a red key-cover. The Help program was designed by the system's developer, but has had some local revision, such as location codes, etc.

The written instructions, as well as the error messages which appear on the screen after an unsuccessful entry, advise the user to "ask a librarian" if more help is needed. The Reference desk is located near the OPAC terminals, so that a user needing help needs only to turn around, or to look up to ask for help.

Procedure

Questionnaires were placed next to each terminal in the center cluster and in the children's section.

A poster was placed on the tables to alert users to the survey. The poster stated, "What you think is important to us! Please take a moment to fill out a survey about the computer catalog. Place in the box at the end of the table. Thank you!!" (see appendix, page 28).

The term "computer catalog" was used on the poster and in the questionnaires rather than "online public access catalog," as it was thought that it would be better understood by users who are unfamiliar with computer and/or library terminology.

The library staff encouraged those patrons whom they observed using the catalog to fill out the survey. Also they pointed out the survey to those who asked for help with the

catalog and to those showing a disinclination for completing it. It was hoped that this would help to counteract the bias against the less literate and less educated user which is built into a survey of this type.

One box was placed on the end of the catalog table, one next to the children's terminals, and another at the end of the circulation desk to collect the forms. The boxes were each covered with a lid, with an opening on the end. The respondents could then slide the forms into the box, instead of laying them in a pile, to allow a greater feeling of anonymity.

There were self-addressed stamped envelopes available for those who did not wish to fill out the survey at that time (one of which was put to use).

The surveys were collected over a period of one week, from Monday to Sunday (February 10 through February 16, 1992), with a goal of at least one hundred forms completed.

FINDINGS

It seemed at first that only those who were comfortable with the OPAC were filling out the questionnaires. It took staff intervention to encourage first time users, reluctant or frustrated users, and those users in a hurry to take the time to complete a form.

One hundred fifteen forms were collected. After sorting out the ones only partially completed, ninety-four forms were found to be usable.

User characteristics

Frequency of use:

Seventy-seven percent (77%) of the respondents had used the OPAC "often;" fifteen percent (15%) had used it "a few times;" and for nine percent (9%), it was the "first time" to use.

Demographics:

The largest group of respondents were females in the 23-40 years age range. More than twice as many females answered the questionnaire as did males (66% as compared to 28%). Some respondents chose not to answer this question.

The breakdown by age groups of all the respondents:

12 years or under	- 16%
13 - 18 years	- 20%
19 - 22 years	- 1%
23 - 40 years	- 30%
41 - 60 years	- 30%
61 - 80 years	- 3%

The breakdown by years of education of all the respondents:

0 - 6 years	- 15%
7 - 9 years	- 10%
10 - 12 years	- 23%
13 - 16 years	- 22%
16+ years	- 32%

Thus, it was the post-school aged, well-educated patrons who answered the majority of the questionnaires. Since this was not a random sample, one can only speculate on the reasons behind this fact. It may be truly representative of the total OPAC user population, or it may be a function of the theory that more literate people are more willing to complete a pencil and paper task. Perhaps adults who are out

of school have more time to spend on an extra task than does a student with an assignment to finish, or perhaps they may better understand the library's need for information.

For the purpose of this study, then, the results will be related only to the total of the OPAC users who completed the questionnaire, and cannot necessarily be seen as having meaning to the general library public.

Use of the catalog

Most of the respondents (98%) used the catalog to find books. They used the catalog to find videocassettes, audiotapes and records, and magazines in roughly equal numbers (16%, 15%, and 18%, respectively). The number of those looking for magazines is interesting, because no information about magazine holdings nor any magazine citations were included in the catalog. This seems to indicate a lack of knowledge about the extent of the database.

Most of the respondents were using the catalog to find materials for leisure use (79%). Sixty-three percent (63%) used it for self-instructional needs, and forty-five percent (45%) used it for school assignments.

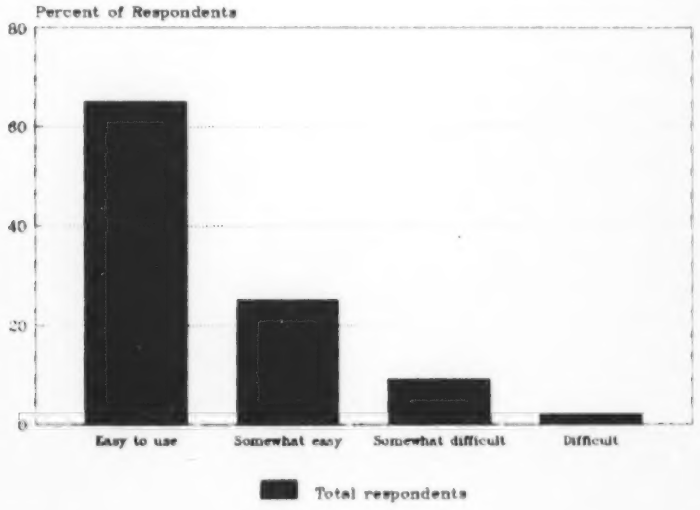
Seventy percent (70%) were looking for a specific title; fifty-six percent (56%) were looking for a particular author; and sixty-five percent (65%) were searching for a subject.

Ease of use

The largest number of respondents felt that the catalog was easy to use (65%). Twenty-five percent (25%) felt it was

somewhat easy to use. Nine percent (9%) felt it was somewhat difficult to use, and only two percent (2%) felt it was difficult to use (see table 1).

Table 1 Ease of Use of OPAC



When evaluating ease of use, it may be instructive to view the findings in terms of frequency of use.

For those who had used the catalog often, seventy-eight percent (78%) found it easy to use; nineteen percent (19%) found it somewhat easy to use; four percent (4%) found it somewhat difficult to use; and none found it difficult.

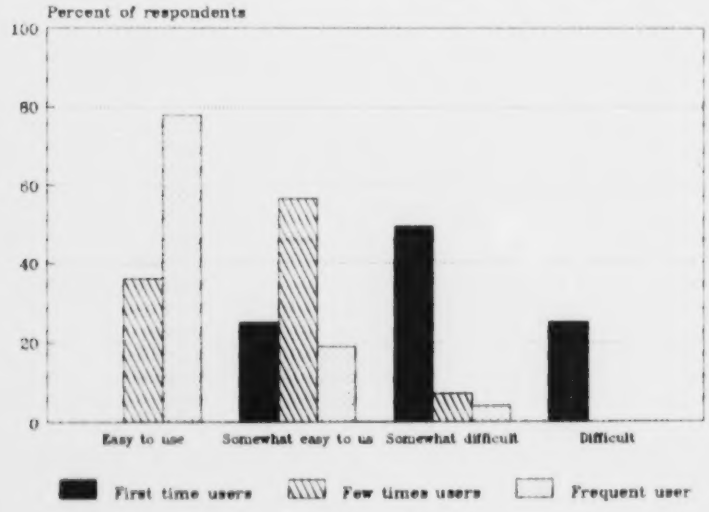
Those who had used the catalog "a few times" seemed to find it more challenging. Only thirty-six percent (36%) found it easy to use. Fifty-seven percent (57%) found it somewhat easy to use; seven percent (7%) found it somewhat difficult; but again no one found it difficult.

None of the respondents who used the catalog for the

first time found it easy to use. Twenty-five percent (25%) found it somewhat easy to use. Fifty percent (50%) found it somewhat difficult to use. Twenty-five percent (25%) found it difficult to use.

It would seem then, that ease of use is a function of frequency of use (see table 2).

Table 2 Ease of use/Frequency



Analyzing the findings by years of education one finds the largest number in each group calls the catalog easy to use. Table 3 depicts the breakdown of these findings.

TABLE 3

EASE OF USE/YEARS OF EDUCATION

	easy	somewhat easy	somewhat diff.	diff.
0 - 6 years	56%	31%	13%	0
7 - 9 years	72%	14%	14%	0
10 - 12 years	59%	24%	12%	0
13 - 16 years	62%	24%	5%	10%
16+ years	71%	22%	7%	0

Five respondents did not mark years of education.

When evaluating ease of use by age group, the results follow closely those by years of education. Again, the largest number in each group found the catalog easy to use - including all 3 respondents in the 60 - 80 years age group.

OPAC instruction

The next four questions on the questionnaire were concerned with the instructional aid given for OPAC use.

Asked how they had learned to use the catalog, the respondents answered as follows:

52% - Instructions from screen
29% - Printed instruction sheet next to terminal
29% - Trial and error
26% - Instruction from library staff
13% - The online Help program
5% - Other
4% - Instruction from other library user

Some of the comments which accompanied an "other" response included:

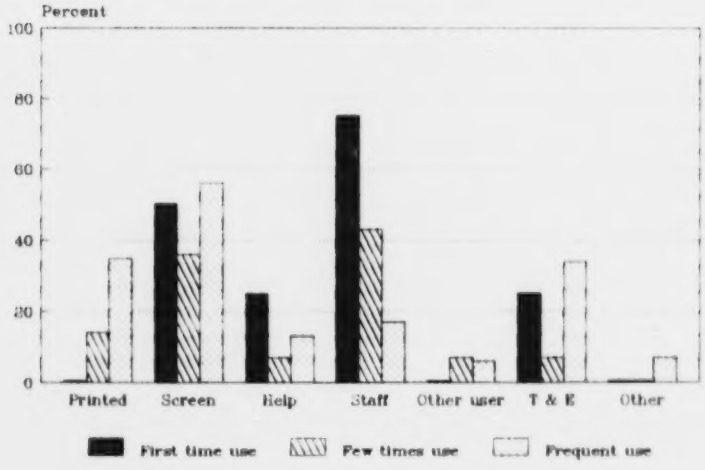
"By using some of my computer skills."
"I am a programmer and it seemed fairly obvious."
"I have used similar ones at Dayton and Wright State University."

These comments seem to indicate that some people feel that certain computer skills are transferable and useful when

learning the catalog.

Evaluating these finding in terms of frequency of use, one finds that those who have used the catalog often chose on-screen and printed instruction most often as the manner in which they learned to use the catalog. Those having used the catalog a few times or for the first time, chose staff instruction most often (see table 4).

Table 4
Instruction used/Frequency



When asked for an opinion about the helpfulness of the different types of instruction given, the responses for all the respondents were as follows:

Printed instruction	- very helpful	- 22%
	- helpful	- 33%
	- not helpful	- 3%
	- didn't use	- 26%
Instruction from screen	- very helpful	- 48%

	- helpful	- 37%
	- not helpful	- 0%
	- didn't use	- 4%
Help program	- very helpful	- 12%
	- helpful	- 20%
	- not helpful	- 9%
	- didn't use	- 38%
Instruction from staff	- very helpful	- 33%
	- helpful	- 9%
	- not helpful	- 1%
	- didn't use	- 42%

Instruction from the screen was called "very helpful" most often (48%), followed by instruction from staff (33%), printed instruction (22%), and the Help program (12%).

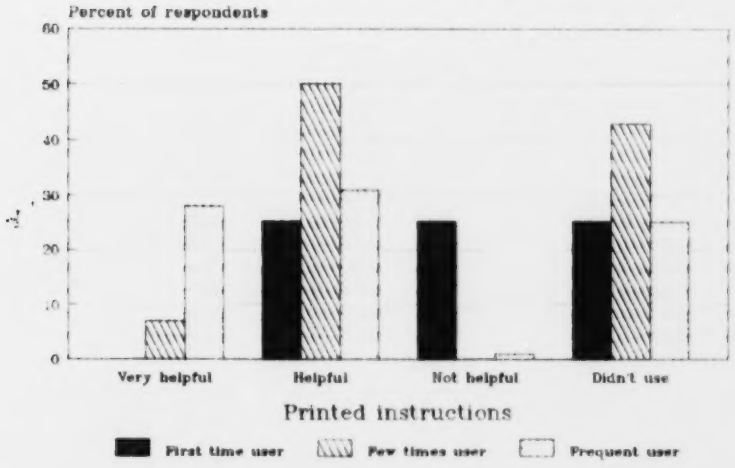
The Help program was most often cited as "not helpful" (9%). No one found on-screen instruction to be "not helpful," although two respondents found staff to be "not helpful."

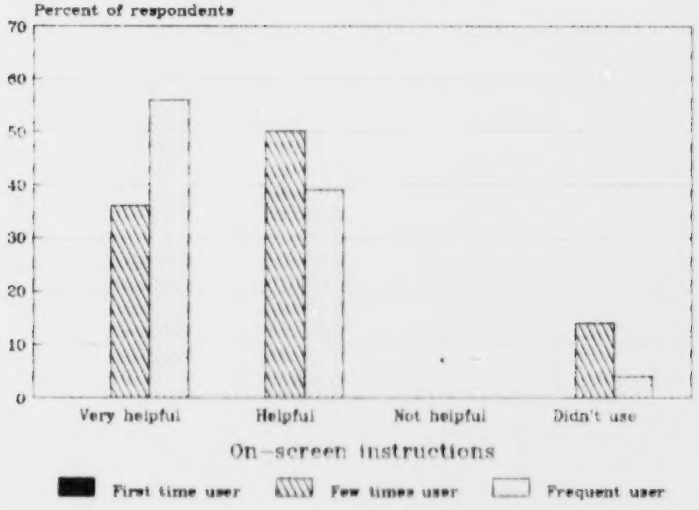
Staff instruction was most cited as "didn't use" (42%).

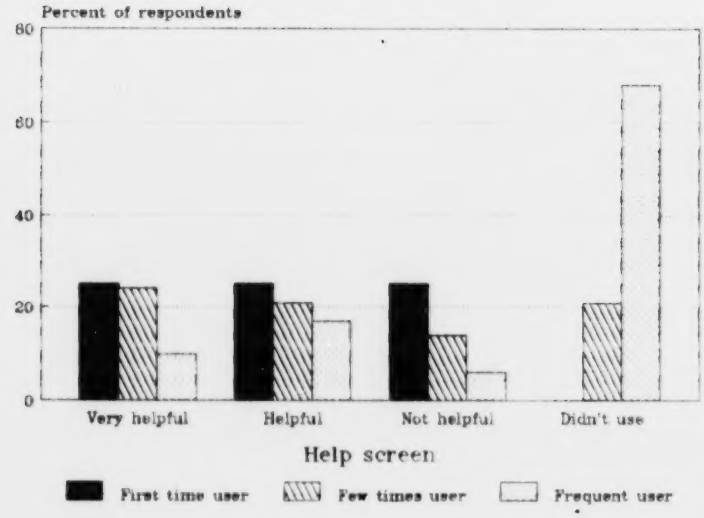
Again, it may be useful to look at these figures in view of frequency of use. Instruction from the OPAC screen seems to be the most helpful for those who have used the catalog often. Printed instruction and on-screen instruction seem to be equally helpful to those who have used the catalog a few times. Staff instuction appears to be most useful to those respondents using the catalog for the first time (see table 5).

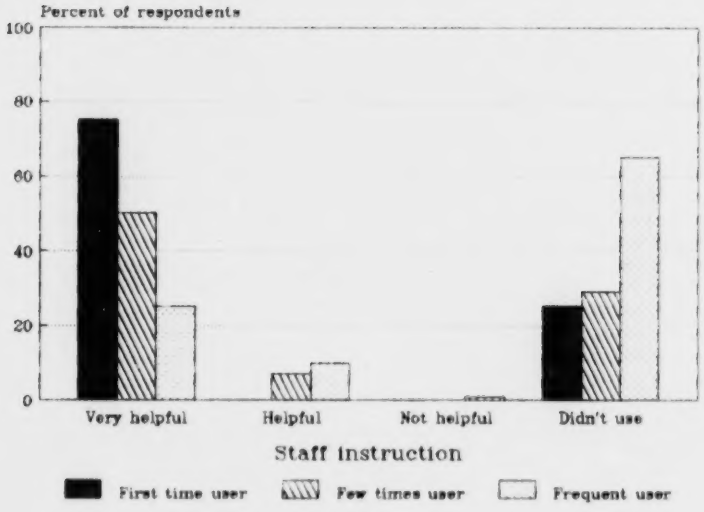
Table 5

Helpfulness by type/Frequency







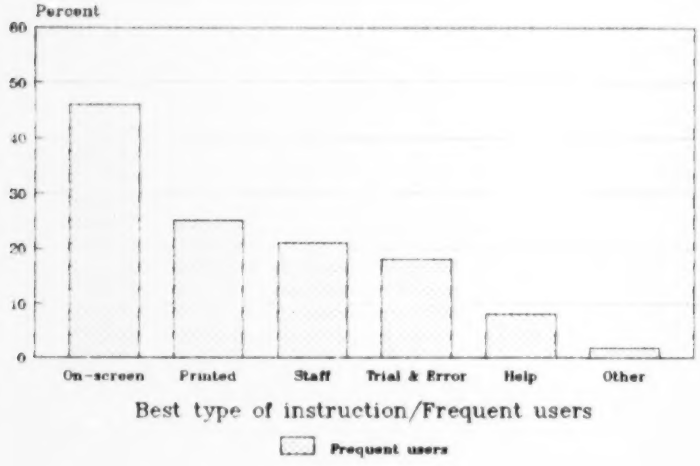


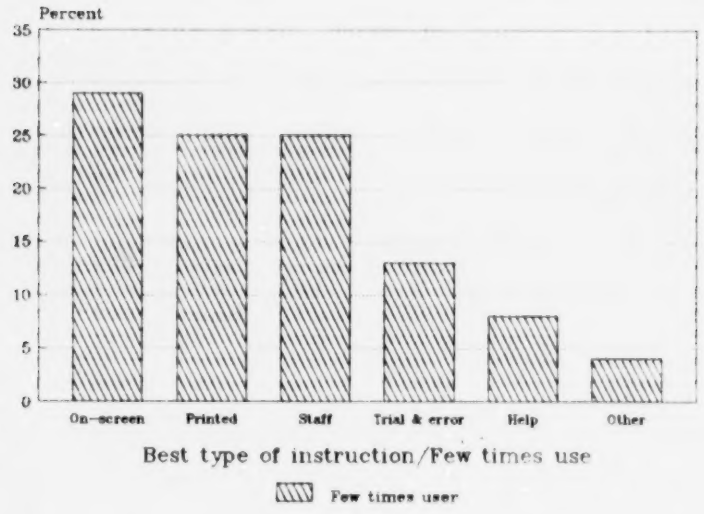
The next question asked users to choose the best type of instruction offered for use of the computer catalog. Most people chose one answer, while several marked 2 or 3 answers.

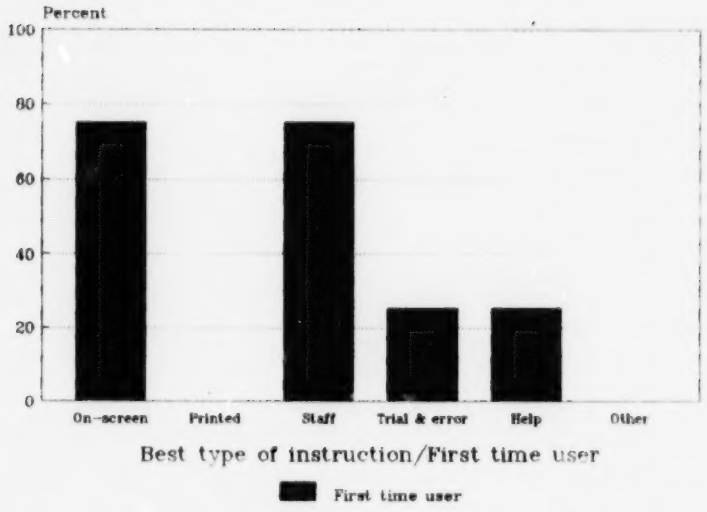
Most of the respondents chose instruction from the screen (48%) as the best type of instruction, followed by instruction from library staff (29%), printed instruction (26%), trial and error (19%), the Help program (10%), and other (2%).

Evaluating these findings by frequency of use, one finds that the frequent users felt the catalog screen offered the best instruction. "Few times" users also chose on-screen instruction as the best, with printed instruction and staff instruction given equal numbers in second place. First time users chose on-screen and staff instruction equally as the best (see Table 6).

Table 6
Best type of instruction







Level of satisfaction

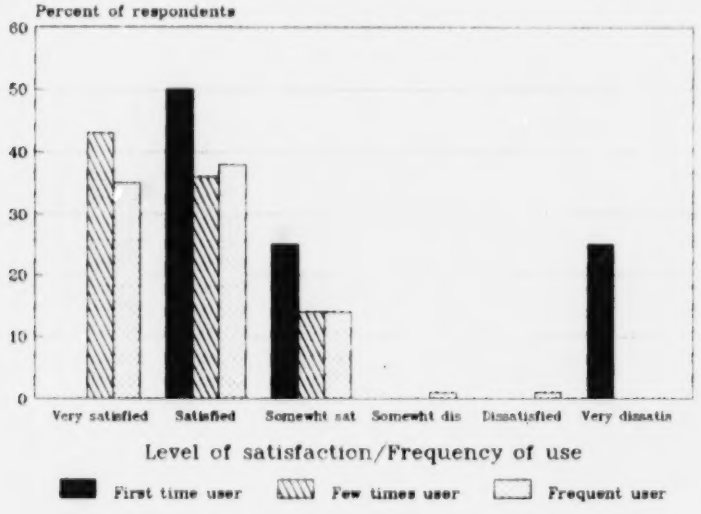
Finally, the respondents were asked to rate their

satisfaction with the instruction given for use of the OPAC.

Of the total respondents, thirty-three percent (33%) chose the answer, "very satisfied;" thirty-eight percent (38%) chose the answer "satisfied;" fifteen percent (15%) chose "somewhat satisfied;" one percent (1%) chose "dissatisfied;" and two percent (2%) chose the answer "very dissatisfied." Ten percent (10%) replied that they had never received instruction.

Clearly, most of the respondents were satisfied, in some degree, with the instruction given to them. However, two out of the eight first time respondents were very dissatisfied with their instruction (see table 7).

Table 7 Satisfaction/Frequency



Looking at the responses of the respondents who were dissatisfied, somewhat dissatisfied, or very dissatisfied, one finds that two were first time users, but two were

frequent users. All were using the catalog for a school assignment. Three were looking for a certain title and two were searching by subject. Two found the catalog somewhat difficult to use and two found it difficult.

Three of them cited library staff instruction as "very helpful," although one called staff "not helpful." One called on-screen instruction "very helpful." They were divided on what was the best form of instruction: trial and error, on-screen instruction, and library staff were all marked twice, while the Help program was marked once.

Looking specifically at those forms marked "very dissatisfied," one finds the respondents had used printed instruction as well as staff instruction. They had both marked staff as being "very helpful," and one indicated that printed instruction was "very helpful." Both expressed the opinion that the catalog was very difficult to use. Both were males, marked 13-16 years of education, one in the age range of 13-18, the other, 19-22 years.

It is hard to draw a conclusion based on this information. Subject searches can be more difficult, and if it was for an assignment, frustration may be the result. If they were looking for information for a college assignment, they might not have found the material they wanted, and felt it was the fault of the catalog, rather than the fact that they were in the wrong type of library for their purpose. Perhaps the respondents felt the librarian had tried to help, or had a helpful attitude, but still did not provide adequate

instruction to make the catalog easy to use.

CONCLUSION

The fact that the largest group of respondents were well educated females may bring a certain amount of bias to the survey. However, this number may be fairly representative of this library's OPAC users. Past surveys of public library use have found that the library's public have been predominantly older, well-educated women (Paisley 1984). Perhaps it is not surprising, then, that this group would account for such a large number of the returns.

Most of the respondents sought books through the catalog, mainly for leisure or self-instructional needs, which may be understood in light of the large group of post-school age respondents. The opinions about the ease of the catalog seem to correlate with ones familiarity with it, which is not surprising. Those respondents with the most years of education seemed to find the catalog easiest to use. There is no way to know whether this fact relates to intelligence, or that these users may have had experience with other OPACs in their college or work experience.

The greatest number of the total respondents answered that they learned to use the OPAC from on-screen instruction, followed in percentage equally by printed instruction and trial and error, then by staff instruction, other, and help from other users.

Most of the new users surveyed responded that they had

learned OPAC use from library staff. They rated staff help as "very helpful" and most called staff help the best way to learn.

The greatest number of "few times" respondents also stated that they had learned with staff help. The largest number of this group's "very helpful" responses went to staff instruction, although most of their responses on best type of instruction went to on-screen instruction.

Frequent users ranked staff instruction in third place in their view of best instruction, following on-screen and printed instruction. Others preferred trial and error, the Help program and help from other patrons.

One may surmise from these answers that many OPAC users had staff assistance when first getting started. While first time users felt more comfortable with one-on-one instruction, this need may diminish with repeated use. For further help many prefer on-screen or printed instructional aid.

What do these findings mean for the library? Probably that all these types of instruction need to continue to be available for patron use, and that they need to be in the best form possible.

Since on-screen and printed instruction were rated so highly, there is a great need for these to be clear, concise and well designed.

For most users, the introductory screen of the catalog is the first thing they see as they appoach the terminal. It should include all the information they need to get started.

It should be remembered that even if a patron has used the catalog often, he will still be learning each time, moving from easy searches to more complicated searches, and learning to utilize all the capabilities of the system. Catalogs keep evolving, as well, so that even a regular user may find that a new function has been added. Therefore, clear on-screen instructions can not be overemphasized.

Crawford has written a reminder to librarians that there are principles of screen and display design, based on research, that need to be closely followed for best results. The "30 percent rule" states that no more than 30% of the screen should be filled with characters, with the ideal being 15% density. Studies of readability say that lines of text should be no more than 60-65 characters long. Limiting the choices is also a necessity, as research has shown that people can deal effectively with only five to nine options at a time (Crawford 1992).

One may offer more detailed instruction and explain more complicated searches for those who want and are ready for that, in a printed brochure or flip chart, but the first printed aid the patron sees should be clear and uncomplicated, following the same principles of design. Library and computer science jargon should be avoided.

For those who want to plunge into OPAC use without instruction, error and other on-screen messages which might occur should encourage rather than discourage. The word "error" should be avoided. Messages should suggest that the

computer does not understand rather than that the patron has made a mistake. The messages should give helpful suggestions to guide the patron to proper usage. They should also, at certain points, remind users of the librarians' availability to help.

Staff help is obviously very important to first time users and those who have used the catalog a few times. When the catalog changes in format or function, even frequent users become novices again. For this reason, staff play an extremely important role. By providing education and encouragement to patrons as they first learn the catalog, librarians pave the way for the users to further progress on their own.

Librarians need to be visible and accessible to patrons at the terminals. They need to be aggressive in offering help to those who are obviously new to the library, or are showing signs of bewilderment or frustration while working at the catalog. If someone asks, "Where is the card catalog?" it is the librarian's chance to show that person to the OPAC and give a first lesson.

The Help program was most often cited in this survey as not being helpful. While it should continue be available (because some patrons do find it useful), librarians need to review the program and make revisions, if possible, to make it easier to understand, consistent with terms the library uses elsewhere, and relevant to that particular library.

Finally, for those who prefer to learn from other users,

a clustering of terminals has shown to be useful for providing reassurance and group learning (Kottkamp 1984).

In other words, no option of OPAC instruction should be neglected. Different people obviously learn in different ways, and differently as they progress from first use to frequent use.

This study was based on the assumption that good OPAC instruction leads to more effective use of the OPAC, leading to more effective use of the library collection, and its other resources; as such, it is form of service to the public.

This study has limitations. There is no randomness to the sample of users. Surveys of this type are typically biased toward the more literate, educated, and opinionated.

The small number of respondents is also a problem. The low number of first time user responses, in particular, makes it extremely difficult to generalize the findings to the larger population. It is suggested that further study be given to a larger sample of these users.

It is hoped that, despite the limitations, the research has produced information about the opinions of OPAC users at one library that will be beneficial as the library seeks to provide the best public service possible.

SURVEY

This survey is part of a research project that will study instruction given for use of the public access catalog. Your name is not required, so all answers are anonymous. Your participation is entirely voluntary and you may withdraw your participation without any penalty simply by not finishing the questionnaire. Return of this form implies consent to participate in the project.

This research project has been approved by Kent State University. If you want to know more about this project, please contact JoEllen Fannin at the Beavercreek Library (426-4442), or faculty advisor Tom Froehlich (216-672-2782). If you want to know more about Kent State University's rules for research, please call Dr. Adrian deVries (216-672-2070).

JoEllen Fannin, Graduate Student
Kent State University
School of Library and Information Science

Please checkmark your answers:

1) How many times have you used the computer catalog in the Greene County Library system?

[] my first time to use [] a few times [] often

2) Did you use the computer catalog to find: (mark all that apply)

[] book [] video [] record or tape [] magazine

3) Did you use the computer catalog to find material:

[] for leisure use (reading for pleasure, a video for entertainment, etc.)
[] for a school assignment
[] for information for your own use (gardening, health, pet care, etc.)
[] other:

4) Were you looking for:

[] a certain title [] a certain author [] a subject

5) Did you feel the computer catalog was:

[] easy to use
[] somewhat easy to use
[] somewhat difficult to use
[] difficult to use

OVER PLEASE

6) How did you learn to use the computer catalog?

[ ] Printed instruction sheet next to the catalog
[ ] Instructions from the screen of the catalog
[ ] The HELP program
[ ] Instruction from library staff person
[ ] Instruction from another library user
[ ] Trial and error
[ ] Other (please explain):

7) Please give us your opinion about the types of instruction which you used to learn how to use the computer catalog:

	very helpful	helpful	not helpful	didn't use
a) Printed instructions	[ ]	[ ]	[ ]	[ ]
b) Instruction from screen	[ ]	[ ]	[ ]	[ ]
c) HELP program	[ ]	[ ]	[ ]	[ ]
d) Instruction from library staff	[ ]	[ ]	[ ]	[ ]

Comments:

8) Which of these types of instruction do you think is the **best** way to learn how to use the computer catalog?

[ ] Printed instruction
[ ] HELP screen
[ ] Trial and error
[ ] Instruction from screen
[ ] Instruction from library staff
[ ] Other:

9) How satisfied are you with the instruction given to you for learning to use the computer catalog?

[ ] very satisfied
[ ] satisfied
[ ] somewhat satisfied
[ ] somewhat dissatisfied
[ ] dissatisfied
[ ] very dissatisfied

[ ] never got instruction

10) Your age:

[ ] 12 or under
[ ] 13-18
[ ] 19-22
[ ] 23-40
[ ] 41-60
[ ] 61-80
[ ] over 80

Your years of education:

[ ] 0-6 [ ] 7-9 [ ] 10-12
[ ] 13-16 [ ] 16+

[ ] Male
[ ] Female

THANK YOU FOR YOUR HELP!

WHAT YOU THINK IS IMPORTANT TO US !

PLEASE TAKE A MOMENT
TO FILL OUT A SURVEY
ABOUT THE COMPUTER CATALOG

PLACE IN THE BOX
AT THE END OF THE TABLE

THANK YOU !

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